

# Comparison of Perceived Motivational Climate by Male and Female Intercollegiate Players of Selected Team Games

Manish Mukherjee\* Dr. Jai Shankar Yadav\*\*

\*Research Scholar (Physical Education) Dr. CV Raman University, Kargi Road, Kota, Bilaspur (C.G.) INDIA

\*\* Professor and Dean (Education and Physical Education) Dr. CV Raman University, Kargi Road, Kota, Bilaspur (C.G.) INDIA

**Abstract :** The present study aims to assess the difference in perceived motivational climate by male and female players from selected team games namely basketball, volleyball and soccer. In the present study, 300 intercollegiate players from Chhattisgarh were selected in which equal representation was given to male and female players. The sample consists of 150 male and 150 female players. Out of these, 50 male and 50 female basketball players, 50 male and female volleyball players and 50 male and 50 female soccer players were selected. The age group of the sample was 18 to 27 years. To assess athletes' perceptions of the motivational climate, the Perceived Motivational Climate in Sport Questionnaire – 2 (PMCSQ-2) prepared by Newton, Duda, and Yin (2000) was used. The result reveals male players high perception of both mastery and performance climate as compared to female players. Hence it can be concluded that male players' higher mastery and performance climate perceptions are consistent with the theory of gender socialization, competitiveness, and motivation differences and therefore an inclusive training program is prepared for a balanced motivational climate for both genders.

**Keywords:** Motivational Climate, male and female players, team games.

**Introduction -** Motivation is a key element of sports performance and athletes experience in sports. Motivation also plays a part in the efforts put in by athletes. Motivation is a psychological force that drives a person to think, behave and act towards achieving a goal with sustained effort. Motivation affects decision-making processes and it shapes human acts that are beneficial for success in allied fields in life. Motivation can be extrinsic or intrinsic. The term "motivational climate" is derived from achievement goal theory. Motivational climate is related to environmental factors. How these environmental factors affect motivational climate i.e. regarding a person's goal setting and perception of abilities. Nicholls (1989) and Elliot (1999) opined that personal and social attributes form a motivational climate which then affects the goals pursued by an individual. In simple terms, motivational climate defines the environment created by the surroundings and coaching induced atmosphere around a person. McArthur and Baron (1983) and Nicholls (1989) opined that every individual has a perception of success and goal achievement which are their own beliefs. Motivational climates are mainly of two types i.e. mastery and performance climate. Biddle et al. (1995) suggest that motivation is influenced by personal goals as well as situational factors i.e. if a person is more inclined to

self-improvement a mastery climate will be useful for success. It has been opined that a mastery climate is conducive and more suited to achieving goals (success) because it encourages the development of new skills which eventually helps in winning and performing better than others. The second motivational climate described in achievement goal theory is performance climate. Ames and Archer, 1988 defined it as a climate created by trainers, coaches and teachers which stressed the need for competition, comparing achievement with others and winning as the sole objective. The present study will offer useful information on gender-specific differences in the perception of motivational climate by players. This will enable coaches to customize their training plan to create a supportive environment for players and facilitate athletes' performance and motivation.

## Review Of Literature

**Castro-Sánchez et al. (2018)** explored the relationship between motivational climate, emotional intelligence, and anxiety in Spanish athletes from different team and individual sports. **Jakobsen (2021)** investigated how ice hockey players' perceptions of coach support, motivation, and goal orientation are connected. It was observed that when young players feel that their decisions are supported

by coaches, then they are much more motivated to adopt task-oriented pursuits to improve their game with more rigorous effort. **Morales-Sánchez et al. (2022)** assessed young soccer players' perception of motivational climate and its impact on competitive anxiety and self-confidence. It was found that an increase in ego orientation leads to a decrease in self-confidence and an increase in anxiety in young soccer players. In contrast, the task-oriented climate was positively linked to self-confidence in soccer players. Male players perceive a stronger ego climate than girls while ego orientation has a more detrimental effect on female players than male players. **Tomar and Shubam Kumar (2023)** highlighted the impact of motivational climate on badminton players' success. A positive climate, with supportive coaching and teamwork, boosts motivation, dedication, and growth. Encouraging intrinsic motivation and resilience helps players excel. **Rismayanthi et al. (2023)** in this study found that male athletes are significantly more motivated to achieve success than female athletes but the result was not proven statistically. **Azzahra et al. (2024)** used a quantitative descriptive method to examine the motivational climate of athletes based on the nature of sports. Results showed that team athletes had a slightly higher motivational climate than individual athletes. **Kiss and Nagy (2024)** explored the link between sports motivation and psychological factors like perceived motivational climate, coping skills, and anxiety in 293 Hungarian ice hockey players. The authors emphasized the need to address amotivation to enhance performance, self-confidence, and resilience in athletes. **Nunes et al. (2024)** explained the effect of various coaching styles on soccer players' perception towards motivational climate. It was concluded that coaching behaviour is directly linked to players' thoughts on the training environment and while a supportive and feedback-driven approach creates a task-oriented climate whereas too much punishment and lack of encouragement lead to the creation of an ego-oriented climate.

**Objective:** The present study aims to assess the difference in perceived motivational climate by male and female players from selected team games namely basketball, volleyball and soccer.

**Hypothesis:** There will be a significant dissimilarity in the perceived motivational climate by male and female players.

**Methodology:** The Following Methodological Steps Were Taken To Conduct The Present Study.

**Sample:** The sample consists of 150 male and 150 female players. Out of these, 50 male and 50 female basketball players, 50 male and female volleyball players and 50 male and 50 female soccer players were selected. The age group of the sample was 18 to 27 years

**Tools:**

**Perceived Motivational Climate in Sport Questionnaire – 2 (PMCSQ-2):** To assess athletes' perceptions of the motivational climate, the Perceived Motivational Climate in

Sport Questionnaire – 2 (PMCSQ-2) prepared by Newton, Duda, and Yin (2000) was used. The questionnaire assesses motivational climate in two dimensions namely mastery-orientated and performance-oriented goals. It consists of 33 items of which 17 items are for the assessment of mastery-oriented climate and 16 items for the assessment of performance-oriented climate. In this questionnaire, subjects rate statements on a 5-point Likert Scale about their perception of the motivational climate in a team environment. The five choices are strongly disagree, disagree, neutral, agree and strongly agree with a numerical weightage of 1 to 5. This questionnaire is highly reliable and valid.

**Procedure:** 150 male and 150 female intercollegiate players were selected from different team games namely basketball, volleyball and soccer. Perceived Motivational Climate in Sport Questionnaire – 2 (PMCSQ-2) prepared by Newton, Duda, and Yin (2000) was administered and responses were scored for mastery and performance climate. After the classification of data, an independent sample 't' test was applied and results were obtained.

## Result And Discussion

### Table 1 (See in last page)

Results given in Table 1 indicate that male players ( $55.50 \pm 13.38$ ) have a significantly higher perception of mastery climate as compared to female players ( $48.68 \pm 14.32$ ). The t-value of 4.26 proves that the mean difference of 6.82 is statistically significant ( $p < .01$ ).

Results given in Table 1 indicate that male players ( $48.30 \pm 12.74$ ) have significantly higher perceptions of performance climate as compared to female players ( $43.78 \pm 11.61$ ). The t-value of 3.21 proves that the mean difference of 4.52 is statistically significant ( $p < .01$ ).

Results in Table 1 show that male players perceive both the characteristics of motivational climate (mastery and performance) more favourably than female players.

### Table 2 (See in last page)

Results given in Table 2 indicate that male basketball players ( $57.12 \pm 10.90$ ) have a significantly higher perception of mastery climate as compared to female basketball players ( $48.48 \pm 16.14$ ). The t-value of 3.13 proves that the mean difference of 8.64 is statistically significant ( $p < .01$ ).

Results given in Table 2 indicate that male basketball players ( $48.16 \pm 10.42$ ) have significantly higher perceptions of performance climate as compared to female basketball players ( $43.92 \pm 9.73$ ). The t-value of 2.10 proves that the mean difference of 4.24 is statistically significant ( $p < .05$ ).

Results in Table 2 show that male basketball player's perception of both the characteristics of motivational climate (mastery and performance) are more favourable than female basketball players.

### Table 3 (See in last page)

Results given in Table 3 indicate that male volleyball players ( $55.22 \pm 13.59$ ) have a significantly higher perception of mastery climate as compared to female volleyball players

(48.82±11.76). The t-value of 2.51 proves that the mean difference of 6.40 is statistically significant ( $p < .05$ ).

Results given in Table 3 indicate that although male volleyball players (46.60±13.79) have a higher perception of performance climate as compared to female volleyball players (44.32±11.51). The t-value of 0.89 did not prove that the mean difference of 2.28 was statistically significant.

#### Table 4(See in last page)

Results given in table 4 indicate that although male soccer players (54.16±15.37) have a higher perception of mastery climate as compared to female soccer players (48.74±15.00). The t-value of 1.78 did not prove that the mean difference of 5.42 is statistically significant ( $p > .05$ ).

Results given in Table 4 indicate that male soccer players (50.16±13.73) have significantly higher perceptions of performance climate as compared to female soccer players (43.12±13.48). The t-value of 2.58 proves that the mean difference of 7.04 is statistically significant at 0.01 level.

**Discussion:** The result reveals male players high perception of both mastery and performance climate as compared to female players. This may be due to gender socialization which encourages boys to be more competitive and for that, they need to acquire and learn new skills. The higher perception of performance climate denotes that male players are more inclined towards social identity and rewards. Mastery climates augment intrinsic motivation by nurturing capability and self-sufficiency, which male players may experience more. In contrast, female players' lower insight of performance climate indicates that they are less prejudiced by external competition or reward or find it less conducive to their motivation and growth.

#### Conclusion:

1. The perception of mastery climate in male players was higher as compared to female players.
2. The perception of performance climate in male players was higher as compared to female players.
3. The perception of both types of motivational climate was higher in male players as compared to female players across different team games namely basketball, volleyball and soccer.

Hence it can be concluded that male players' higher mastery and performance climate perceptions are consistent with the theory of gender socialization, competitiveness, and motivation differences and therefore an inclusive training program is prepared for a balanced motivational climate for both genders.

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**Table 1: Comparison of Perception of the Motivational Climate by Male and Female Players**

Motivational Climate	Male Players (N=150)		Female Players (N=150)		Mean Diff.	't'
	Mean	S.D.	Mean	S.D.		
Mastery Climate	55.50	13.38	48.68	14.32	6.82	4.26**
Performance Climate	48.30	12.74	43.78	11.61	4.52	3.21**

\*\* p value < 0.01

**Table 2: Comparison of Perception of the Motivational Climate by Male and Female Basketball Players**

Motivational Climate	Male Basketball Players (N=50)		Female Basketball Players (N=50)		Mean Diff.	't'
	Mean	S.D.	Mean	S.D.		
Mastery Climate	57.12	10.90	48.48	16.14	8.64	3.13**
Performance Climate	48.16	10.42	43.92	9.73	4.24	2.10*

\*\* p value < 0.01, \* p value < 0.05

**Table 3: Comparison of Perception of the Motivational Climate between Male and Female Volleyball Players**

Motivational Climate	Male Volleyball Players (N=50)		Female Volleyball Players (N=50)		Mean Diff.	't'
	Mean	S.D.	Mean	S.D.		
Mastery Climate	55.22	13.59	48.82	11.76	6.40	2.51*
Performance Climate	46.60	13.79	44.32	11.51	2.28	0.89 <sup>NS</sup>

\* p value < 0.05, <sup>NS</sup> Not Significant

**Table 4: Comparison of Perception of the Motivational Climate between Male and Female Soccer Players**

Motivational Climate	Male Basketball Players (N=50)		Female Basketball Players (N=50)		Mean Diff.	't'
	Mean	S.D.	Mean	S.D.		
Mastery Climate	54.16	15.37	48.74	15.00	5.42	1.78 <sup>NS</sup>
Performance Climate	50.16	13.73	43.12	13.48	7.04	2.58**

\*\* p value < 0.01, <sup>NS</sup> Not Significant

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